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### College Senate Resolutions

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4-19-1993

# Teacher Certification in Dance K-12 in Conjunction with MA in Dance (Education Emphasis)

The College at Brockport, College Senate

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Resolution #21  
1992-1993

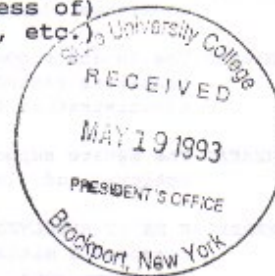
Routing #23 92-93 19

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on: 5-3-93  
(Date)

RE: X I. Formal Resolution (Act of Determination)  
II. Recommendation (Urging the fitness of)  
III. Other (Notice, Request, Report, etc.)  
For your information

SUBJECT: "J" Course Proposal



Signed *John E. Van de Wetering*  
(For the Senate)

Date Sent 5-11-93

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date 8/11/93
- b. Deferred for discussion with the Faculty Senate on \_\_\_\_\_
- c. Unacceptable for the reasons contained in the attached explanation

II, III.

- a. Received and acknowledged
- b. Comment:

DISTRIBUTION: *All Attached List*

Distribution Date 5/24/93

Signed: *John E. Van de Wetering*  
(President of the College)

WHEREAS The Senate received the Report of the Interdisciplinary Writing Committee, dated April 2, 1993 with thanks and

WHEREAS The Senate supports the concept of testing rising juniors and entering transfers regarding writing competency, and urges the appropriate administrators to implement such testing as soon as possible

WHEREAS The Senate supports the use of writing portfolios by a department as an optional additional means of assessing writing proficiency

THEREFORE BE IT RESOLVED THAT the Senate endorses the following criteria to be reasonable minimal expectations for assessing:

- I. students' writing skills at the end of sophomore year; and
- II. students' qualifications to enter the "J" Course in the Junior or Senior year.

Students are expected to:

- demonstrate a clear sense of thesis which may be cast in their own language;
- understand and use rhetorical modes appropriate for different writing tasks;
- sustain reasoning throughout the writing task;
- clearly organize and develop ideas, with effective and specific support of each point;
- link complex ideas with appropriate use of connectives;
- achieve closure;
- use a natural, personal voice with appropriate vocabulary and idioms;
- demonstrate mechanical correctness, with only occasional lapses in spelling, punctuation and usage.